

## Grammar Goes Climbing



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### A ROCK STAR

Meet Ashima Shiraishi, 15, who's/whose probably the most talented rock climber in the world. She's climbed boulders that few others have been able to climb. In bouldering, climbers make their way up 15- to 20-foot-tall rocks. They use no gear other than shoes with sticky rubber soles, chalk on their hands to keep their palms dry, and a foam pad on the ground in case they fall.

Ashima, who's/whose been climbing since she was 6, recently became the youngest person and the first female to climb a V15 boulder. (Boulders are rated on a scale from V0 to V16, with V16 being the hardest to climb.)

#### WHAT IT TAKES

Climbing is one of the most challenging sports around. Climbers, who's/whose muscles must be strong and flexible, need endurance and smarts. They must be able to figure out how to get up complicated routes—and stay calm at the same time. Ashima, who's/whose training schedule is as rigorous as an Olympic athlete's, travels all over the world to climb.

#### CLIMBING THROUGH TIME

When rock climbing got its start in the late 1800s, it was a high-risk sport with an emphasis on adventure. Climbers would dangle thousands of feet above the ground as they searched for a route up enormous cliffs. This kind of traditional climbing is still popular today, but many other styles are popular too.

Ashima, who's/whose preference is for extreme challenge rather than extreme risk, does sport climbing

as well as bouldering. Sport climbers use safety ropes and travel along fairly short, pre-planned routes, placing their hands and feet on bolts that have been permanently fixed in the rocks. (Sport climbing is also done indoors on climbing walls.) So—who's/whose up for a climb?

### ANSWERS TO ACTIVITY SHEET

#### WHO'S VS. WHOSE

1. who's
2. who's
3. whose
4. who's
5. whose
6. Whose
7. who's
8. whose
9. Who's
10. whose
11. who's
12. Who's

## “Thirst”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9

Answers will vary. Here is a sample response:

A simple well can transform a person's life in several ways. For one, it can be the difference between sickness and health. As Kristin Lewis and Tyler Riewer explain in “Thirst,” Natalia and the others in her village in Mozambique often became ill from drinking water from the polluted streambed that had been their only source of water (p. 7). When a well was built by two aid organizations, *charity: water* and World Vision Mozambique, it gave the people of Natalia's village access to clean water for the first time (p. 8). The well water is purer and cleaner than that of an aboveground streambed because it is not contaminated by humans or animals, and because sediments in the soil act as a natural filter (p. 7). Because of the simple well, Natalia and the people of her village now rarely get sick (p. 9).

Another way the well transformed Natalia's life and the lives of other women and girls in her village was by removing the burden of fetching water. This task that took many hours each day and required carrying heavy jerry cans of water that weighed up to 40 pounds over long distances (pp. 5-7). Fetching water prevented Natalia from doing other things; in particular, it prevented her from going to school more often than once or perhaps twice a week (p. 6). The well freed Natalia from the time-consuming and back-breaking task of fetching water and allowed her to go to school and to pursue her dream of one day running her own school for girls (p. 9).

### ANSWERS TO ACTIVITY SHEETS

#### WATER IS LIFE

Answers will vary.

##### Problem:

Natalia and her fellow villagers had to drink dirty water from a polluted streambed. The water often made the villagers sick.

##### How the well helped:

Well water comes from deep underground and is purer and cleaner than that of an aboveground streambed. Well water is not contaminated by humans or animals, and the sediments in the soil can act as a natural filter.

##### What role does water play in our lives?

Answers will vary. Sample answer: Water plays a vital role in our lives; we could not survive without it. We use it to drink, bathe, wash our clothes, brush our teeth, and even sometimes for fun activities like water balloon fights with our friends (p. 4). In the U.S., although we need water to survive just as much as anyone does, we often do not think about the role that water plays in our lives; we tend to take water for granted. In water-starved parts of the world, like Natalia's village, people are constantly reminded of the vital role of water, and perhaps appreciate water more than those where clean water is easily available.

#### “THIRST”

#### CLOSE-READING QUESTIONS

- Lewis starts to speak directly to the reader with the sentence that begins “You probably don't think twice about taking a long, refreshing shower . . .” The author may have done this to encourage readers to reflect on

section continues >>



## “Thirst” cont’d

their own use of water and to help readers understand how different life is for those like Natalia who lack access to clean water.

2. Lewis included the detail to help readers understand how heavy the jerry can was. Understanding the weight of Natalia’s load can help readers empathize with her.
3. According to the article, Natalia’s village needed a well because the only water they had to drink was not clean and often made people sick. For the women and girls of the village, fetching water was a physical hardship (they had to carry heavy jerry cans of water) that filled up several hours of every day, preventing the women and girls from doing other things, like going to school.
4. The image and caption support the idea that people in many parts of the world do not have easy access to water.
5. The word *remind* suggests that water is readily available in the U.S. We are reminded of water’s importance by occasional events because water is so accessible to us that we often don’t even think about how much we need and use it.

### “THIRST”

#### CRITICAL-THINKING QUESTIONS

1. In their answers to the second question, students might say that they could appeal to the person’s sense of compassion or empathy by asking him or her to think about all of the things we use water for every day and imagine living without that water. Students might suggest telling the person how much water the average American uses each day and describing what it’s like to live without access to clean water.
2. The article would probably have less of an effect on the reader’s emotions and, for many readers, be less engaging. A summary of the problem might not create as much concern for those who lack access to clean water as the story of Natalia creates; stories about individual people are easier to relate to and can generate more empathy than general information about a problem.
3. As Lewis states, “Water is life.” People have always understood that without water, we cannot survive. So people have probably always been interested in water just because it’s so important to us. Plus, long ago, before we had scientific knowledge of water, people were

likely curious about the nature of water and made up stories as a way of trying to figure it out.

4. Answers will vary.

#### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The large photograph on page 4 shows a girl in a village pouring water from a large plastic jug. There is a picture of this girl smiling on page 5.
2. The photograph shows boys and girls carrying large, heavy looking jugs up a steep, dirt hill or mountain. The caption helps me understand the picture because it adds information that makes the image more powerful. It states that these children take a trip to fetch river water several times a day and that it takes two to three hours each time.
3. The photograph shows Natalia and other students sitting on a bare floor with dirt. They don’t have shoes on. The walls are cracked. Some of the workbooks are well-worn. Students may say that their school has desks and school supplies, all students wear shoes, the classroom has windows and decorations on the walls. Some may have computers or electronic devices.
4. I predict that the article will be about a girl whose life is changed when a well is built in her village.
5. The authors create a suspenseful mood by using phrases such as “moved briskly” and “not one second to waste,” to describe the urgency with which Natalia approached her task. The section is also suspenseful because the authors don’t immediately tell you why Natalia got up early to walk in the dark through snake-infested grass. By the end of the first section, Natalia’s urgent mission is finally revealed: She is going to fetch water that her family needs to survive.
6. The tone is lively and optimistic. The use of “incredible” to describe *charity: water* hints that the organization is about to do something to earn this description, which creates optimism. The use of descriptive words and phrases such as “spectacle,” “large trucks rolling,” and “A thundering sound echoed through the village,” bring the scene to life. The sentence “But it meant everything,” underscores that the installation of the



## “Thirst” cont’d

well was a life-changing event.

7. The authors contrast the abundance of water in the U.S. to the lack of water experienced by millions around the world.
8. I can infer that Natalia is ambitious, determined, and concerned about the welfare of others.
9. **A.** hard to endure, extremely difficult  
**B.** *Arduous* has a dramatic impact and is more descriptive than a word like *difficult*. It communicates how strenuous and time-consuming Natalia’s water-fetching chore was.
10. Water is precious and necessary to human life.
11. Sample summary: Natalia is a 13-year-old girl who lives in a village in Mozambique. For many years, Natalia spent several hours each day traveling to a streambed and fetching water for her family. This left little time for her to attend school. Then, two humanitarian organizations had a deep well installed in Natalia’s village. Having access to clean, fresh water has transformed her life. Now, Natalia has time to go to school and pursue her dreams.

### READ, THINK, EXPLAIN:

#### IDENTIFYING NONFICTION ELEMENTS

##### \*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The large photograph on page 4 shows a girl in a village pouring water from a large plastic jug. There is a picture of this girl smiling on page 5.
2. The photograph shows boys and girls carrying large, heavy looking jugs up a steep, dirt hill. The caption helps me understand the picture because it adds information that makes the image more powerful. It states that these children take a trip to fetch river water several times a day and that it takes two to three hours each time.
3. The photograph shows Natalia and other students sitting on a bare floor with dirt. They don’t have shoes on. The walls are cracked. Some of the workbooks are well-worn. Students may say that their school has desks and school supplies, all students wear shoes, the classroom has windows and decorations on the walls. Some may have computers or electronic devices.
4. I predict that the article will be about a girl whose life

is changed when a well is built in her village.

5. **A**
6. **A.** serious  
**B.** The tone is serious because Natalia’s urgent mission is finally revealed: She is going to fetch water that her family needs to survive. A family’s survival is a serious matter.
7. Solution: Several humanitarian organizations work together and arrange for a well to be installed in the village.
8. I can infer that Natalia is ambitious, determined, and concerned about the welfare of others.
9. **A.** difficult  
**B.** *Grueling* has more dramatic impact and is more descriptive than *difficult*. Something that is extremely difficult is grueling. It communicates just how arduous Natalia’s water-fetching chore was.
10. **A.** Students should cross out Detail #2.  
**B.** Detail #1, Detail #3, and Detail #4 support the idea that water is essential for survival. Detail #2 explains where Natalia got water for her village but does not support the central idea that water is necessary.
11. Students should draw lines through #3, #5, and #6.

### “THIRST” QUIZ

#### \*Higher Level (HL)

1. **B** (central ideas; R.1)
2. **A** (supporting details, R.2)
3. **D** (text structure, R.5)
4. **C** (text features, R.7)
5. **B** (text structure, R.5)
6. **C** (summarizing, R.2)
7. In the section “A Luxury,” Lewis uses a compare and contrast structure to compare the use of water in the United States to that of people in water-starved places like Natalia’s village in Mozambique. This type of structure creates a juxtaposition between the easy access to water we enjoy in America and the extremely limited availability of water in Natalia’s village. The comparison emphasizes how frequently we use water in our daily lives here in the United States and helps the reader imagine how difficult it would be to live without water. (text structure, author’s craft; R.5, R.4)
8. By “Natalia will never need to be reminded that water



## “Thirst” cont’d

is a gift,” Lewis means that Natalia will never take water for granted. Living for so long without access to clean water has made Natalia well aware of how valuable water is and how much it affects our lives. The statement that “water is a gift” also refers back to the section of the article titled “A Luxury,” in which Lewis describes how convenient getting water is for most people in the United States. She explains that for most Americans, “getting clean water is as simple as turning on the faucet” (p. 6). Lewis goes on to write that while Americans use many gallons on water each day, “even one sip of clean water is a luxury” for billions of people around the world who, like Natalia, live in water-starved areas (p. 6). In other words, water is precious and should be treated carefully, like a gift. (interpreting text, key ideas; R.4, R.2)

### “THIRST” QUIZ

#### \*Lower Level (LL)

1. B (central ideas; R.1)
2. A (supporting details, R.2)
3. D (author’s craft, R.4)
4. C (text features, R.7)
5. B (text structure, R.5)
6. C (summarizing, R.2)
7. In the section “A Luxury,” Lewis uses a compare and contrast structure to compare the use of water in the United States to that of people in water-starved places like Natalia’s village in Mozambique. This type of structure creates a juxtaposition between the easy access to water we enjoy in America and the extremely limited availability of water in Natalia’s village. The comparison emphasizes how frequently we use water in our daily lives here in the United States and helps the reader imagine how difficult it would be to live without water. (text structure, author’s craft; R.5, R.4)
8. By “Natalia will never need to be reminded that water is a gift,” Lewis means that Natalia will never take water for granted. Living for so long without access to clean water has made Natalia well aware of how valuable water is and how much it affects our lives. The statement that “water is a gift” also refers back to the section of the article titled “A Luxury,” in which Lewis describes how convenient getting water is for most people in the United States. She explains that for most Americans, “getting

clean water is as simple as turning on the faucet” (p. 6). Lewis goes on to write that while Americans use many gallons on water each day, “even one sip of clean water is a luxury” for billions of people around the world who, like Natalia, live in water-starved areas (p. 6). In other words, water is precious and should be treated carefully, like a gift. (interpreting text, key ideas; R.4, R.2)

### “THIRST” VOCABULARY

1. developing countries
2. spectacle
3. hygiene
4. sediment
5. aquifers
6. A
7. A
8. B
9. B
10. A

### BEHIND THE SCENES: “THIRST” VIDEO DISCUSSION QUESTIONS

1. According to the video, there are several factors that contribute to water scarcity. First, only 2 percent of the water on Earth is available for humans to drink and, as the narrator explains, this drinking water is not equally available to everyone, nor is it all safe to drink (1:45). In some places pollution has contaminated local water sources making it undrinkable (1:57) and in others, environmental factors such as drought continually deplete water sources.
2. The mood of the section about charity: water is hopeful and inspiring. Uplifting music plays as the narrator explains how many communities charity: water has helped and how the problem of water scarcity is “actually quite solvable” (3:04). Photos of children laughing and smiling, and members of the charity: water staff in the field helping people also contribute to the hopeful mood.
3. The video supports Lewis’s statement by showing examples of places where people have been given access to water. Photos of children filling up water jugs and washing their faces with water from a well appear on screen as the narrator says, “Often something as simple as a well or a filter to clean the water can make all the



## “Thirst” cont’d

difference in a community” (3:04-3:14). The video also shows that the problem of water scarcity has improved over the years—that the number of people without access to clean water has gone down from 1.2 billion in 2000 to 660 million in 2016 (3:14-3:25).

4. Grit is resilience and determination. I know because of the way that Lewis describes Natalia. Lewis says, “Here was a girl determined to get an education, to be a leader in her community, and to help improve life for herself and for her community” (3:44-3:55). At the start of the video, we learn that Natalia’s village does not have running water and that because of this, her life is extremely challenging. From the information that despite the challenges Natalia faces, she is still dedicated to learning, taking care of her family, and helping her community, you can infer that when Lewis says that Natalia has grit, she means that Natalia is determined and resilient.

### CORE SKILLS WORKOUT: TEXT EVIDENCE-HL

1. A. C  
B. A  
C. C
2. B; I chose B because it states Natalia’s goal for her life: to run her own school. Choices A and C are not about Natalia’s goal. Choice A highlights aspects of her personality. Choice C shows that Natalia is brave and determined.
3. A. B, C, E.  
B. Evidence A states that humans have always attributed magical qualities to water and it does not support the statement that it’s easy to take clean water for granted. Evidence D is about an event and not about how most Americans view clean water.
4. A is correct; B does not name the article or cite the original source of the statistic, and only part of the quotation is inside of the quotation marks; C uses paraphrase, not a direct quotation, and does not cite the number of the page that contains the information.
5. C is correct; A uses a direct quotation, not a paraphrase; B does not cite the page number or the source of the information.
6. Answers will vary. Here is a sample response:  
Everyone in Natalia’s village benefited from the well, but women and children—particularly the girls—benefited

the most. This is because they are usually responsible for fetching water for their families. When a village’s source of water is far away, fetching water is an arduous chore that takes many hours and leaves little time for other things. In the article “Thirst,” the authors write about 13-year-old Natalia who must walk a mile each way to fetch water. “From a young age, she loved learning,” they write, “but the burden of getting water for her family left time for little else, including her own education.” The well relieved that burden, enabling her to go to school. What’s more, the water from the well is cleaner, so people in the village are sick less often.

### CORE SKILLS WORKOUT: TEXT EVIDENCE-LL

1. B, D
2. B; I chose B because it states Natalia’s goal for her life: to run her own school. Choices A and C are not about Natalia’s goal. Choice A highlights aspects of her personality. Choice C shows that Natalia is brave and determined.
3. Answers may include: “Villagers are rarely sick” (p. 9), “They can bathe whenever they want. And they never go thirsty” (p. 9), “Now, instead of hauling water on her back every day, she oversees a team of five adults” (p. 9), or “Natalia still walks briskly, but she no longer has to walk to the stream in the dark each morning” (p. 9).
4. It’s easy to take access to clean water for granted. (Answers will vary.)

### CORE SKILLS WORKOUT: TEXT STRUCTURES

1. The authors may have used the compare-and-contrast text structure to highlight the differences in how water is viewed and used by people in the United States versus the millions of other people around the world who lack access to clean water. By contrasting the two, the authors help readers see the impact of not having water and empathize with people like Natalia.
2. Answers may include: Natalia and other girls had to spend many hours each day gathering water. Natalia and other girls didn’t have the time to go to school.
3. A. The solution is digging a deep well that taps into an aquifer located in or near the village.  
B. The new problem is that digging a deep well requires



## “Thirst” cont’d

machinery and scientific expertise that the village cannot afford. This problem is solved when two groups—the U.S. based nonprofit *charity: water* and the local humanitarian group World Vision Mozambique—drill and install a well for the village.

4. Sequence of events; The author uses the words and phrases “Then,” “And in August 2014,” “Once they found it.”
5. Answers may include: The author lists water crises that have happened in the U.S. The author compares and contrasts what life was like for Natalia and other villagers before they had the well and after. The author describes the responsibilities of the new water committee.

### CORE SKILLS WORKOUT: MOOD

Answers will vary. The following are possible answers only.

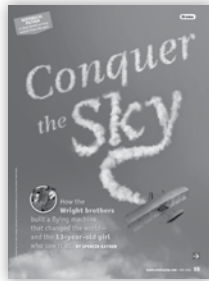
1. hushed and purposeful
2. • It was so early that it was still dark outside.
  - Natalia’s sisters were still sleeping as Natalia got dressed.
  - Natalia “moved briskly” because “there was not one second to waste.”
3. The detail that Natalia’s sisters were still sleeping creates a feeling of hush because it helps you understand that Natalia had to be very quiet.  
The detail that it was still dark creates a feeling of quiet, because it’s usually quiet at night.  
The detail that Natalia moved briskly and had no time to waste helps create a mood of purposefulness because it helps you understand that Natalia was focused on her task and not taking time to do anything that wasn’t necessary.
4. Possible answers include excited, optimistic, pleased, thankful, glad, relieved, and fascinated.
5. Possible answers include: (1) The sound of the workers drilling sent “a thundering sound” echoing through the village; (2) Natalia and others in the village gathered to watch “the spectacle” of the well being built; (3) Lewis writes that the well “meant everything”; (4) after the well was built, clean, fresh water poured into Natalia’s hands for the first time in her life.
6. The detail that the drilling sent a thundering sound through the village creates a feeling of excitement; the loud noise creates a feeling that something big is

happening. The detail that the villages gathered around to watch the well being drilled creates a feeling of excitement and fascination; it tells you that the villagers were interested in what was going on and suggests that they were excited about it. Lewis’s use of the word “spectacle” helps create a feeling that the well being built was unusual and exciting to see. Lewis’s statement that the well “meant everything” helps create a mood of optimism and thankfulness because it establishes what a big difference the well was going to make in people’s lives. The detail that clean water poured into Natalia’s hands “for the first time in her life” also helps create a mood of excitement and optimism, as well as relief—you can imagine Natalia standing there with cool, fresh water pouring into her hands and imagine how wonderful it must have felt and how amazing it must have been for her to know that her life was about to change so drastically.

### CORE SKILLS WORKOUT: TONE

1. A
2. A. C
  - B. Possible answers include that the authors refer to *charity: water* as “an incredible organization” (p. 8) and that the authors describe the powerful effect that the well *charity: water* funded had on Natalia and others in her community (p. 9).
3. A. B
  - B. Answers may include that the authors sound distressed when they describe the negative effects that a lack of access to clean water had on Natalia and others in her community (it prevented Natalia and other girls from getting an education, it made people sick, fetching water was an arduous task) and when they present facts on page 6 that make clear how many people (more than 660 million) lack access to clean water. However, in presenting a story about how relatively simple it was for *charity: water* to build a well in Natalia’s village and explaining what a huge difference that well has made, the authors sound optimistic that the problem can be solved, or at least lessened. Also, the authors end the story on a positive, optimistic note, writing that thanks to the well, Natalia’s steps “are now taking her toward the future she always dreamed of” (p. 9).

## Conquer the Sky



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 21

Answers will vary. Here is a sample response:

The title *Conquer the Sky* refers to both the Wright brothers and the character of Bea. On one level, the title refers to the Wright brothers flying the first human-powered airplane; this achievement could be seen as humans “conquering the sky” by making the sky part of our domain in the same way that the earth and the sea are part of our domain. On another level, the title refers to the Wrights achieving something spectacular in a more general way, because the sky can be understood to represent anything magnificent or limitless—the future, for example—as it does in the expression “the sky’s the limit.” The title can also apply to the Wrights overcoming the various challenges they faced—to figuring out the puzzle of human flight, which many people believed was impossible, to standing up to all those who doubted and discouraged them, and to overcoming their own failures and not becoming discouraged.

*Conquer the Sky* also relates to Bea’s overcoming her fears and doubts about leaving her family in the tiny town of Kitty Hawk and going off to Plymouth to pursue her dream of becoming a hat maker. For Bea, leaving home is a daunting idea, and becoming a professional in the fashion industry probably seems like an almost impossible goal. But at the end of the play, after being inspired by the Wrights’ success and with a nudge from her mother, who tells Bea, “There are no limits to what people can do. There are no limits to what you can do” (p. 21), that is what Bea intends to do: She intends to conquer the sky.

### ANSWERS TO ACTIVITY SHEETS

#### CONQUER THE SKY

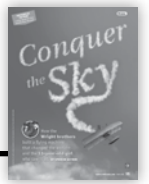
Answers may vary slightly.

1. Answers should include: the puzzle of human-powered flight, society’s doubts that human-powered flight is possible, all those who discouraged the Wright brothers, and the brothers’ own failures
2. Answers should include the following ideas: Bea wants to be a hat maker, but she is torn about leaving her family and going off to another city to pursue her dream. That her family is resistant to change likely puts extra pressure on Bea to stick with what she knows. Bea likely feels she cannot achieve her dreams while in Kitty Hawk—a very remote and small community—but moving to a big city to be an apprentice to a professional hat maker is a daunting idea.
3. Bea conquers her difficulties through inspiration from the Wright brothers and her mother’s change of heart. By the end of the play, Bea’s mother realizes that the world is changing and that Bea can achieve great things, and she sends Bea off to pursue her dreams.
4. The sky can represent the future or anything magnificent and seemingly limitless. (The expression “the sky is the limit” is used to encourage people to think big and reach for their dreams—to not put a limit on what they think is possible.)

#### CONQUER THE SKY

##### CLOSE-READING QUESTIONS

1. Most people are skeptical at best. Bea and Tommy express respect and admiration for the brothers, but others call them “fools” and “screwy in the head” and



## Conquer the Sky cont'd

call their goal “unnatural.”

2. Bea is frustrated and discouraged by her mother’s comment. You know this because when Bea hears the comment, she clenches her jaw. Also, Bea later repeats her mother’s words to Tommy as an explanation for why she (Bea) isn’t going to pursue the apprenticeship. The stage directions note that Bea “gloomily” says it’s time for her to get back to digging potatoes.
3. Both Addie and Bill seem opposed to change. Addie says, “I’ve never even seen a telephone, and that’s fine by me.” Bill says, “We have no need for such fancy contraptions here in Kitty Hawk.”
4. Students may say that the wind symbolizes change, or the changing world. Addie is anxious about losing Bea to the exciting, rapidly changing world outside Kitty Hawk.
5. She means that Bea’s future is in her own hands and is encouraging Bea to seize the opportunities that the world presents. Addie means that Bea is young, and that it is Bea’s generation that will be able to take advantage of all the new things the world has to offer. Earlier in the scene, Addie tells Bea, “There are no limits to what you can do.” You can tell that Addie has accepted the idea of Bea leaving Kitty Hawk—that Addie’s excitement for Bea has eclipsed her fear of change.

### CONQUER THE SKY AND “DARIUS GREEN AND HIS FLYING MACHINE” CRITICAL-THINKING QUESTIONS

1. The speaker of the poem admires imagination (pretending to fly) and curiosity (wondering how humans could fly). Wilbur’s and Orville’s imaginations allow them to believe that human flight is possible. Their curiosity helps them to stay interested in their mission despite failures—they want to know what went wrong.
2. Bea needs creativity to design hats. She needs courage to show her designs to others and risk rejection, and to leave home to begin a career. She’ll need resilience to cope with the ups and downs of that career.
3. Addie is implying that ordinary people can’t do special things. Wilbur believes just the opposite: that anyone who is passionate and dedicated can achieve great things.

### ANALYZING POETRY

1. A. Students should circle the first word of the poem.

- B. Students should draw a bracket enclosing lines 1-12.
- C. Students should draw a bracket around the last two lines (or just the last line).

2. C

3. He probably chose “otherwise” for the rhythmic effect of “wise or otherwise” and the appealing repeat of the sound “wise.” The poet is also being playful with “wise or otherwise” because he is using “otherwise” to mean “other than wise.” There is also humor in saying “wise or otherwise”: It’s like the speaker is holding back from calling the boy he is imagining stupid but it’s clear that’s what he means.

4. A. Students should circle “didn’t.”

B. Without “didn’t,” the speaker would be describing a boy who *did* flap his arms and jump off something in an attempt to fly instead of a boy who did *not*. The poem’s conclusion—“He would never do for a hero of mine”—would then refer to exactly the opposite type of boy that the speaker is describing. The speaker would be saying that a boy who did try to fly could not be his hero.

5. B

6. A. He could have written, “at least once” or “at least one time.”
- B. The poet likely phrased the line this way for rhythm. The line wouldn’t have as many syllables and the accents would be different if Trowbridge had written “at least once” or “at least one time” instead of “as often as once.” Written a different way, the line wouldn’t sound right with the other lines in the poem.

7. D

8. A boy who never wanted and tried to fly could never be my hero.
9. Perhaps the speaker is suggesting that a boy who never looked at a bird and wished—and not only wished, but actually tried—to fly lacks curiosity, imagination, courage, and a yearning to do something amazing—all qualities that you can conclude the speaker admires.
10. Answers will vary. Students may say that yes, Trowbridge probably thought that human flight would someday happen, because the point of view expressed in this poem is that flight is a wonderful thing that humans should continue to explore. Other students may say no or that they cannot draw any conclusions because the poem is not about achieving human flight, it’s about having a

section continues >>



## Conquer the Sky cont'd

spirit of exploration and curiosity and imagination.

### CONQUER THE SKY LITERARY ELEMENTS

#### Characters

1. **A.** major; Bea is a young girl living in the small town of Kitty Hawk, North Carolina. She has a talent for making hats and has been invited to be an apprentice to a well-known hatmaker. Bea is a dynamic character because she overcomes a challenge to achieve her dream.  
**B.** major; Addie is Bea's mother. She is at first resistant to change and seems set in her old, traditional way of life. Addie is a dynamic character because over the course of the play, her attitude about progress and change evolves.  
**C.** Answers will vary. Sample answer:  
Tommy; major; Tommy is Bea's friend who encourages her to tell her mother about her apprenticeship offer. Tommy is a static character because he does not undergo any significant internal change.
2. Addie is at first resistant to change and doesn't see the need for all of the technological advancements that people like the Wright brothers are trying to achieve. In Scene 4 she says, "I've never even seen a telephone, and that's fine by me." Addie seems content with her difficult but simple life. However, after Addie sees the Wright brothers achieve something that she likely thought was impossible—flight—her mind opens to the great possibilities that advancement and change can bring. In Scene 7 she says, "Bea, darling, it's clear to me now. There are no limits to what people can do. There are no limits to what *you* can do." This demonstrates that Addie now sees that change can be good, and that Bea deserves a chance to achieve her dreams.

#### Setting

3. **A.** Kitty Hawk, North Carolina in 1903  
**B.** The map and photo on page 17 reveal that Kitty Hawk is a seaside town in North Carolina. From the conversations between Bea, Tommy, and the locals in Scene 1, you can infer that Kitty Hawk is not a large place and that the people who live all know each other and also know the Wrights. In Scene 4, we learn from Wilbur and Addie that Kitty Hawk is "remote" and not always the easiest place to live. Information in the caption on page 18 reveals that the early 20th century was a time of technological advancement and change,

but Addie says in Scene 4 that she has never even seen a telephone. This tells you that Kitty Hawk is somewhat removed from the rest of the developing, modern world.  
**C.** The setting is important to the story because the attitudes of the people who lived in Kitty Hawk during the early 1900s factor into the choices made by Bea and her family. Bea is living in a time of great technological advancement and change, but is in a place where many people don't embrace those changes. This causes Bea to hesitate when presented with the opportunity of an apprenticeship in another town. Bea's mother, Addie, is used to the old ways of life and does not, at first, encourage Bea to make any changes. However, living in the place where one of the greatest feats of mankind is achieved—man-powered flight—changes Addie's point of view about change and about Bea's future.

#### Figurative Language

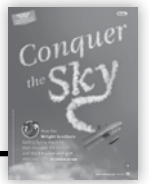
4. Answers will vary. In Scene 7, one of the locals says, "It's like a bucking horse!" This line contains a simile, which compares the Wright brothers' plane to a bucking horse. When a horse is bucking, it is wildly lowering its head and kicking up its feet into the air. This simile explains that the plane is moving up and down in the sky and flying unsteadily.

#### Conflict

5. **A.** The main conflict Bea faces is that she wants to take an apprenticeship at a millinery in Plymouth, but stops herself out of feelings of fear and reluctance to disappoint her family. (Students may also say that Bea wants to take the apprenticeship but this desire conflicts with her family's or her community's resistance to change.)  
**B.** internal (or external, depending on the student's answer to part A)  
**C.** self (or person, or society, depending on the student's answer to part A)
6. The main conflict is resolved when Bea's mother sees the Wright brothers' achieve the first man-powered flight and she encourages Bea to follow her dreams and take the apprenticeship. Her mother's encouragement gives Bea the push she needs to follow her heart.

#### Theme

7. The theme that anything is possible when you put your mind to it is illustrated through the story of the



## Conquer the Sky cont'd

Wright brothers achieving what was then considered by many to be impossible: human flight. In Scene 1, we learn that the Wright brothers have been conducting flying experiments for years without success but have not given up. In Scene 4, the brothers explain that many others have tried to fly and that “there have been tragedies.” However, instead being deterred by others’ failures, the brothers’ study them to figure out what went wrong. The brothers never express doubt as to whether what they are trying to achieve is possible. In Scene 4, Wilbur says, “Flight is possible. It’s just a problem that needs to be solved.” In Scene 7, we learn that the Wright brothers solve that problem and succeed at something that almost everyone else thought was impossible.

### “TIME MACHINE: 1900-1910”

#### VIDEO DISCUSSION QUESTIONS

##### Part 1

1. Optimism is hope and confidence in the future.  
According to the video, people during this time believed that any problem could be solved. This confidence came from the fact that America was growing, the West had been settled, the economy was booming, and people’s lives were generally improving. Food was more affordable and plentiful, trendy clothing was available to everyone (not just the rich), and new inventions gave people confidence that life would only get better.
2. She means that to make the fast economic growth that the country was experiencing possible, many people had to work grueling and dangerous jobs in America’s factories.
3. The mood of the video is generally upbeat. Images of bustling streets filled with happy people are shown while lively music plays. The mood of the section about the factory workers, diseases, and women, however, is much more serious. The music changes—becoming slower and more serious—as the narrator talks about what factory workers had to endure, how frightening the threat of disease was, and the many limitations that were placed on women.

##### Part 2

4. The video supports this idea by demonstrating how many amazing feats were accomplished in the early 1900s,

including the settling of the West, the creation of a railroad transportation system, and the introduction of groundbreaking inventions like the telephone, the sewing machine, the automobile, and the airplane.

5. The Wright brothers demonstrate a can-do spirit by staying positive and never giving up on their dream of flying, even in the face of failure and skepticism. In Scene 1, we learn that the Wright brothers have been trying to fly for years and that many people think they are crazy for it. Yet the Wright brothers remain determined and positive about their goal. Instead of looking at flying as an impossible feat, as many of the townspeople do, the Wright brothers look at flight as “a problem to be solved” (p. 19). This demonstrates that they are optimistic and believe that anything is possible. In Scene 6, one of their plane’s wings is destroyed by the wind and when Bea asks them what they are going to do, Wilbur shrugs and says, “Put it back together” (p. 20). This demonstrates the brothers’ resilience; it does not even occur to the Wright brothers to give up when they fail or something goes wrong.
6. Answers will vary. Students may say that the fact that Bea was a girl did factor into her hesitation. In the video, the narrator explains that there were still many limitations placed on women during the early 1900s and that life was “particularly hard” for them (2:47). During this time, women could not vote and, in some places, could not even eat in a restaurant without a male escort (2:47-2:57). This shows that many people still viewed woman as inferior to and more vulnerable than men. Bea may have felt that because she was a girl, she didn’t have the option to be independent, and that her choices in life were limited. She may have felt more pressure to stay at home with her family because of this.

#### CONQUER THE SKY QUIZ

##### \*Higher Level (HL)

1. B (character; R.3)
2. D (inference; R.1)
3. D (character’s motivation; R.3)
4. A (figurative language; R.4)
5. B (theme; R.2)
6. C (text evidence; R.1)
7. At the beginning of the play, Addie is proud of Bea’s



## Conquer the Sky cont'd

talents: Addie smiles broadly as she tells a friend that Bea made her hat. But Addie sees Bea's talents as something to be enjoyed within their community, as is clear from her comment to a friend who suggests sending Bea away to get some training: "We Tates have no delusions of grandeur" (p. 17). By the end of the play, though, Addie believes that Bea can be a professional hatmaker and encourages Bea to accept the apprenticeship in Plymouth that was offered to her. The change comes about for two reasons. One is that Addie learns about the apprenticeship from Tommy; she didn't know about it before Tommy told her and probably didn't realize the extent of her daughter's passion. Another reason Addie's attitude changes is that she witnesses the Wright brothers achieve flight—something that many believed to be impossible. Addie says, "Bea, darling, it's clear to me now: There are no limits to what people can do. There are no limits to what *you* can do" (p. 21). In other words, the Wright brothers' achievement changes the way Addie sees the world. (character; R.3)

8. The speaker of the poem would admire the Wright brothers. They have the imagination and hope that the poem celebrates. Also, the poem's speaker describes someone who could be a hero to him or her as someone who would "with flapping arms" jump off "a stake or stump." The photo caption on page 16 of the play says that the brothers would sometimes flap their arms in imitation of birds, trying to understand what keeps birds in the air. The Wrights were exactly the kind of people the speaker would admire. (synthesizing; R.9)

### CONQUER THE SKY QUIZ

#### \*Lower Level (LL)

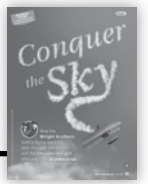
1. B (vocabulary; R.4)
2. D (context clues; R.4)
3. D (character's motivation; R.3)
4. A (text evidence; R.1)
5. B (character; R.3)
6. C (figurative language; R.4)
7. The speaker of the poem would admire the Wright brothers. They have the imagination and hope that the poem celebrates. Also, the poem's speaker describes someone who could be a hero to him or her as someone who would "with flapping arms" jump off "a stake or

stump." The photo caption on page 16 of the play says that the brothers flapped their arms to imitate birds, trying to understand what keeps birds in the air. The Wrights were exactly the kind of people the speaker would admire. (synthesizing; R.9)

8. The play supports the idea that it's important to hold onto your dream even when others doubt you through the story of the Wright brothers, who held onto their dream of human flight even though many, many people believed that what they were attempting was impossible. The locals in Scene 1 reveal what many people in Kitty Hawk—and around the world—thought about the Wrights' dream. Local 1 says, "Those Wright brothers are nice fellas, but if you ask me, they are screwy in the head." To this, Local 2 responds, "Man is not meant to fly. It's unnatural." It's clear that these locals have no faith in the Wright brothers and expect them to fail. In Scene 4, when the brothers talk to the Tates about their dream of flying and Mr. Tate suggests that human flight is not possible, Wilbur says, "It's just a problem that needs to be solved." This shows the Wrights' positive attitude and refusal to be discouraged by others' doubts. This happens again in Scene 5, when Bea asks, "What about the people who say you're chasing a fantasy? What if they're right?" and Wilbur says, "What if they're not?" In the end, of course, the Wright brothers are successful: They successfully fly an airplane on December 17, 1903—a huge moment in the history of flying and in human progress. Their success shows that when you are passionate about something, you can achieve greatness if you hold onto that passion and ignore anyone who tries to discourage you.

### CONQUER THE SKY VOCABULARY PRACTICE

1. A
2. A
3. B
4. A
5. A; A rickety ladder is unstable and will likely break, which could cause you to fall and hurt yourself.
6. A; To truss the roof is to support it, and you want to make sure the roof is supported so it doesn't collapse.
7. B; A shipbuilder's apprentice is still learning the trade of shipbuilding and therefore does not have many years of



## *Conquer the Sky cont'd*

experience.

8. B; It would be impossible to move a 700-pound rock—it would be far too heavy.

### **CORE SKILLS WORKOUT: MAKING INFERENCES**

1. Answer provided.
2. These lines suggest that Orville and Wilbur's journey to Kitty Hawk involved a boat ride on rough water. Wilbur is likely queasy because he feels sea sick. The water squishing out of their shoes implies that the boat took on water.
3. Bill's statement indicates that Bea is expected to stay in Kitty Hawk and help the family. By pushing her food around on her plate, Bea reveals her discomfort with her father's words. She may want to feel free to set out on her own to become a hatmaker.
4. Seeing the Wright brother's successfully fly a motorized airplane helps Addie realize that her fears were too great and her expectations for her daughter were too limited. She says, "Bea, darling, it's clear to me now: There are no limits to what people can do. There are no limits to what *you* can do" (p. 21). In other words, seeing the Wright brothers fly helped her accept her own daughter's potential.
5. The author is suggesting that heroes are imaginative, curious people, who attempt the impossible. He also admires that they are unafraid of appearing foolish and being mocked by others.

## “Crisis at Chipotle”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 14

Answers will vary. Here is a sample response:

There are several strategies that successful businesses follow in response to a crisis, and we can use these strategies when we as individuals face a crisis. As Kristin Lewis writes in “How to Handle a Crisis,” the way that Johnson & Johnson handled a crisis in 1982, when seven people died after consuming Tylenol laced with poison, remains “a model for how companies should handle a crisis” (p. 14). The first thing that Johnson & Johnson did was act quickly, immediately pulling Tylenol from store shelves. Another example of a business acting quickly during a crisis was when Odwalla immediately pulled its apple juice from store shelves after one child died and more than 60 people got sick from drinking Odwalla apple juice containing *E. coli* (p. 13). In both the Johnson & Johnson crisis and the Odwalla crisis, acting quickly prevented anyone else from being harmed. When facing a personal crisis, acting quickly is smart because it can prevent matters from getting worse.

Successful businesses are also transparent during a crisis. Lewis states, “Instead of panicking and staying silent, companies should use the press and social media to get the message out about what is going on—even if it’s bad—and what they are doing about it” (p. 12). Johnson & Johnson’s CEO James Burke allowed reporters into his office to document how the company was responding to the Tylenol poisonings and the company used media outlets like newspapers and television shows to communicate information about the poisonings with customers (p. 14). Odwalla practiced transparency by setting up a website about the *E. coli* contaminations so that consumers had access to up-to-

date information (p. 13). When handling a personal crisis, being transparent—that is, being honest with the people in your life, like your friends and family, and with anyone else who might be affected by whatever is going on—allows others to take any actions that might be necessary and it allows the people around you to help and support you through the crisis.

For a business, it’s also important for company leaders to be visible, apologize, and take responsibility during a crisis. Johnson & Johnson’s chairman James Burke allowed reporters into his office to document what the company was doing about the Tylenol poisonings and apologized to victims’ families (p. 14). When JetBlue canceled nearly 1,000 flights in five days, its CEO also addressed the public, apologizing to customers and taking full responsibility for the debacle (p. 13). And Chipotle’s CEO published a letter of apology in newspapers and apologized on the *Today* show for the outbreak of food-poisoning at Chipotle restaurants (p. 12). When handling a personal crisis, taking responsibility, apologizing to anyone who may have been negatively affected by your actions, and doing whatever you can to help them will help repair your relationships with those people.

Lastly, successful crisis management for a business involves proposing solutions to prevent future problems. After its crisis, Johnson & Johnson made changes to its production process and created a new tamper-resistant cap for its bottles (p. 14). JetBlue created a customer bill of rights, which included the right to be compensated if you get stuck on a runway (p. 13). Chipotle deep-cleaned its kitchens, retrained its employees, inspected its key food suppliers, and hired a food-safety expert to create new standards for the company (p. 12). When handling a personal crisis, making changes in your behavior can help prevent future crises from occurring.



## “Crisis at Chipotle” cont’d

### ANSWERS TO ACTIVITY SHEETS

#### HOW TO HANDLE A CRISIS

Answers may vary slightly.

- Successful crisis management strategy:** Act quickly.

**How a company used the strategy:** Answers may include: Odwalla pulling its apple juice from store shelves; Johnson & Johnson pulling Tylenol from store shelves; Chipotle temporarily closing stores.

**Source:** All three texts are possible sources.
- Successful crisis management strategy:** Be transparent.

**How a company used the strategy:** Answers may include: Johnson & Johnson’s chairman James Burke allowing reporters into his office to document what the company was doing about the Tylenol poisonings; Johnson & Johnson using media outlets like newspapers and television shows to communicate information about the poisonings with customers; Odwalla setting up a website about the *E. coli* contaminations.

**Source:** “How to Handle a Crisis” and “Lessons in Crisis Management”
- Successful crisis management strategy:** Company leaders should be visible.

**How a company used the strategy:** Answers may include: Johnson & Johnson’s chairman James Burke allowing reporters into his office to document what the company was doing about the Tylenol poisonings; Chipotle’s CEO Steve Ells publishing a letter of apology in newspapers and apologizing on the *Today* show; JetBlue’s CEO addressing the public and taking responsibility after its flight cancellation crisis;

**Source:** All three texts are possible sources.
- Successful crisis management strategy:** Apologize and take responsibility.

**How a company used the strategy:** Answers may include: Johnson & Johnson apologizing to victims’ families and providing financial assistance and counseling; Odwalla apologizing to those who were sickened and offering to pay their medical bills; JetBlue apologizing to customers and taking full responsibility for the flight cancellation crisis; Toyota issued public statements from executives taking full responsibilities

for the safety defects.

**Source:** All three texts are possible sources.

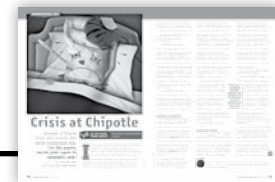
- Successful crisis management strategy:** Propose solutions to prevent future problems.

**How a company used the strategy:** Answers may include: Johnson & Johnson making changes to its production process and creating a new tamper-resistant cap; JetBlue creating a customer bill of rights which included the right to be compensated if you get stuck on a runway for a long time; Chipotle deep-cleaning kitchens, training employees, hiring a food-safety expert to create new standards for the company, and inspecting its key food suppliers.

**Source:** All three texts are possible sources.

#### “CRISIS AT CHIPOTLE” CLOSE-READING QUESTIONS

- According to Kristin Lewis, Chipotle built its reputation on the quality of its food. People considered the restaurant’s food to be fresh and healthy. You can infer that when that same food began making people sick, it would have been especially surprising and upsetting for customers.
- The story about United demonstrates how one isolated incident can become a major disaster for a company if the situation is not handled properly. The story makes the point that a company must be very careful about how it deals with a problem of any kind.
- Lewis develops this idea by explaining how the company responded in the early days of the crisis. She explains that leaders of the company “seemed invisible” at the start of the crisis and did not make a public statement about the first outbreak for months. She also includes an anecdote about a customer’s angry reaction to an insensitive sign posted by the company outside one of its closed restaurants.
- Chipotle should have communicated with the public and explained to them exactly what the company was doing to solve the problem.
- Answers will vary but may include: A company should respond to a crisis immediately; leaders need to be visible; taking responsibility and apologizing are important.



## “Crisis at Chipotle” cont’d

### “HOW TO HANDLE A CRISIS” CLOSE-READING QUESTION

1. To be transparent means to be open and honest. Johnson & Johnson showed transparency by sharing everything it was doing to deal with the crisis. It even allowed reporters into the CEO’s office to observe, “in real time,” what was going on.

### “CRISIS AT CHIPOTLE” AND “HOW TO HANDLE A CRISIS” CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say they agree with Calkins, because Chipotle took steps to control the outbreaks and to prevent future ones, such as hiring a food-safety expert to create new safety standards. Students may say that they disagree, because the company took too long to communicate with the public.
2. Like Johnson & Johnson, JetBlue took full responsibility for the crisis and did not place blame elsewhere. JetBlue also implemented a strategy to prevent the problem from happening again, as Johnson & Johnson did with the creation of its tamper-resistant bottle.
3. Social media can turn a small problem into a big one by rapidly spreading information to a large number of people. A company cannot remove negative, or even false, information that is posted. On the other hand, social media allows a company to communicate with customers directly and quickly, which can help it be more transparent during a crisis.

### “CRISIS AT CHIPOTLE” QUIZ

#### \*Higher Level (HL)

1. B (central ideas; R.2)
2. D (key ideas and details, analyzing the development of an idea; R.2, R.8)
3. A (word choice; R.4)
4. C (inference, key ideas; R.1, R.2)
5. A (text structure; R.5)
6. B (central ideas, synthesis; R.2, R.9)
7. The information in “Lessons in Crisis Management” helps the reader understand how a company can successfully deal with a crisis and evaluate the way Chipotle handled its crisis. Reading about crisis management strategies that have been successful for other businesses gives

the reader something to which to compare Chipotle’s response. The sidebar also supports many of the key ideas presented in the article. For example, the Odwalla information highlights how important it is for a company to act quickly and be transparent during a crisis. By presenting a variety of different types of businesses and problems in the sidebar, the author emphasizes that no matter what the problem is or what kind of company is facing that problem, the company must take great care in the way it deals with a crisis. (key ideas and details, text features, author’s purpose; R.2, R.7, R.4)

8. Based on information in “Crisis at Chipotle” and “How to Handle a Crisis,” the company should act quickly and first pull the bat from store shelves, like Johnson & Johnson did after the Tylenol poisonings (p. 14) and Odwalla did after its apple juice made people sick (p. 13). The company—and especially its leaders—should then publicly take responsibility for the incidents and apologize to anyone who may have been hurt by the faulty bats. The company should also make sure that it is communicating with the public and telling them exactly what they are doing to fix the problem, starting with the fact that they have stopped selling the bat. As they are work to correct the problem, they should use media like television shows and social media like Facebook and Twitter to continue to reach out to customers and update them on the situation. (key ideas and details, synthesis, critical thinking; R.2, R.9, W.2)

### “CRISIS AT CHIPOTLE” QUIZ

#### \*Lower Level (LL)

1. B (central ideas; R.2)
2. D (key ideas and details; R.2)
3. A (vocabulary in context; R.4)
4. C (inference, key ideas; R.1, R.2)
5. A (text structure; R.5)
6. B (central ideas, synthesis; R.2, R.9)
7. The information in “Lessons in Crisis Management” helps the reader understand how a company can successfully deal with a crisis and evaluate the way Chipotle handled its crisis. Reading about crisis management strategies that have been successful for other businesses gives the reader something to which to compare Chipotle’s response. The sidebar also supports many of the



## “Crisis at Chipotle” cont’d

key ideas presented in the article. For example, the Odwalla information highlights how important it is for a company to act quickly and be transparent during a crisis. (key ideas and details, text features; R.2, R.7)

8. Chipotle’s response to the food poisoning outbreaks was similar to that of Johnson & Johnson’s response to the Tylenol poisonings in several ways. Chipotle, like Johnson & Johnson, took steps to solve the current problem and to prevent it from happening again. For example, Chipotle closed many of its restaurants, deep-cleaned kitchens, inspected its key food suppliers, and hired a food-safety expert to create new safety standards for the company (p. 12). These actions are similar to Johnson & Johnson pulling their products from store shelves and creating a new tamper-resistant bottle (p. 14). Additionally, both companies apologized and took responsibility for the incidents. However, Johnson & Johnson was much more transparent throughout its crisis than Chipotle was during its crisis. Johnson & Johnson used the media to share information and the company’s chairman, James Burke, even let reports into his office to document “in real time” what the company was doing (p. 14). Chipotle, on the other hand did not make any public statements in the early days of its crisis (p. 12), and did not inform the public of all of the things it was doing to take care of the problem. This lead many customers to assume that the company was not doing anything (p. 12). (key ideas and details, synthesis; R.2, R.9)

### PAIRED TEXTS VOCABULARY PRACTICE

1. C
2. C
3. D
4. A
5. B
6. A
7. D
8. C
9. C
10. A
11. B
12. A

### CORE SKILLS WORKOUT: SUMMARIZING–HL

1. The article is mainly about how people got sick from eating at Chipotle Mexican Grill in 2015 and how Chipotle handled the crisis.
2. The restaurant’s reputation was shattered. Customers began to stay away.
3. Company leaders closed and cleaned restaurants, inspected food suppliers, and hired a food-safety expert.
4. Chipotle should have apologized much sooner, accepted responsibility for the crisis, and let the public know what was going on and what the company was doing about it. Chipotle should have used social media to get their message out and to address negative rumors about the company.
5. The company’s reputation was damaged; even after the outbreak ended, many customers have not yet returned.
6. The lesson of this story is how a company handles a crisis is critical; misshandling the situation can make a problem worse.

**Sample summary:** In 2015, hundreds of people got food poisoning after eating at Chipotle Mexican Grill. Chipotle had a reputation as a healthy place to eat, but during and after the outbreaks, many customers stayed away. Company leaders took action by closing restaurants, inspecting food suppliers, and hiring a food-safety expert. Their biggest mistake, however, was being too invisible to the public at the beginning of the crisis and not getting the message out about what they were doing to address the crisis. Even though the outbreaks have ended, many customers still have not returned. The situation demonstrated that the way a company handles a crisis is essential to the future success of the business.

### CORE SKILLS WORKOUT: SUMMARIZING –LL

In 2015, hundreds of people got food poisoning after eating at Chipotle Mexican Grill. Chipotle had a reputation as a healthy place to eat, but during and after the outbreaks, many customers stayed away. Company leaders took action by closing restaurants, inspecting food suppliers, and hiring a food-safety expert. Their biggest mistake, however, was being too invisible to the public at the beginning of the crisis and not getting the message out about what they were doing to address the crisis. Even though the outbreaks have ended,



## “Crisis at Chipotle” cont’d

many customers still have not returned. The situation demonstrated that the way a company handles a crisis is essential to the future success of the business.

### CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary but should be similar to the following:

1. The image is an illustration of a burrito sick in bed with a thermometer and ice bag. This image not only represents all the customers who got ill from eating Chipotle burritos, but it also symbolizes the company itself which was “sickened” by the crisis. The article describes how the company is trying to make itself healthy again.
2. The editors may have included the images because the virus and bacteria are too small to be seen without a microscope. Seeing the images helps readers appreciate how tiny the pathogens are and that each is distinct in appearance—salmonella bacteria are shaped like rods, for example, and norovirus are shaped like spheres.
3. The sidebar gives examples of three companies that handled a crisis well and the positive steps each company took to do so. The author probably included the sidebar to reinforce the idea that many companies face crises and that how companies handle them is critically important to the companies’ recovery.
4. You can infer that the young man is a store clerk who is removing Tylenol from the shelves of his store.

### CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. C
2. A; I chose A because it doesn’t support the idea that Chipotle had a reputation as a healthy place to eat or that the food-poisoning crisis damaged Chipotle’s reputation. Instead, the statement supports the idea that Chipotle was very popular before the crisis.
3. Chipotle’s silence about the crisis caused some people to conclude that the company didn’t care.
4. Possible supporting details:  
Within a day, Johnson & Johnson had set up a hotline people could call for information.  
The company issued an apology to the families of victims and offered counseling and financial aid.  
As a result of Johnson & Johnson’s transparency, the public trusted what the company said.

# "Should You Give Up Summer Vacation?"



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 29 should include some of the following points:

### YES!

1. Taking the summer off is an outdated tradition, dating back to when it was too hot to sit in a classroom during the summer. We have air-conditioning now so the heat is no longer a problem.
2. Shorter breaks during the year instead of one long break during the summer can help take pressure off students.
3. On a year-round schedule, students can take optional intersession classes and learn new skills or get extra help in tricky subjects.
4. Students forget a lot of what they've learned during long summer breaks.

### NO!

1. A long summer break gives students time to do enriching activities outside of the classroom, like go on vacation with their parents or play sports.
2. A year-round school schedule can result in scheduling conflicts for sports teams and families.
3. Both students and teachers benefit from a long break from school. Teachers use it to recharge and plan for the upcoming year, and students use it to recover from the social and academic pressures of school.
4. Summer is an American tradition during which we create some of our best memories.

## ANSWERS TO ACTIVITY SHEETS

### "SHOULD YOU GIVE UP SUMMER VACATION?" QUIZ

1. A (analyzing the development of an idea; R.3)
2. C (text structure; R.5)
3. C (key ideas and supporting details; R.2)
4. D (text structure, analyzing an argument; R.5, R.8)
5. B (literary devices; R.4)
6. A (author's purpose; R.4)
7. Answers will vary. Here is a sample response: One argument the article presents in support of summer vacation is that it is an American tradition. This is a weak argument. The author does not provide any examples of why the tradition of summer is important other than it is "a time to create lasting memories." The argument may have been stronger if the author had provided some examples of the kinds of memories created over the summer, or quoted someone who experienced something very memorable or important over the summer. (analyzing an argument; R.8)
8. Laura Kelsey is trying to make the point that summer vacation is no longer what it used to be. The detail that kids mostly play video games and watch television during the summer supports the claim that summer vacation is an outdated tradition; it no longer serves the purpose that it once did. Kelsey is illustrating the idea that, because our world has changed, summer vacations should too. (key ideas and supporting details, text structure; R.2, R. 5)

### "SHOULD YOU GIVE UP SUMMER VACATION?"

#### VOCABULARY PRACTICE

1. E; I chose this title because a clime is a place with a

section continues >>



## “Should You Give Up Summer Vacation?” cont’d

particular climate and the book is about the desert, which has a very distinct, dry climate.

2. A; I chose this title because an intersession is a period of time between sessions of something, usually academic classes, and spring break is a break from school during the spring.
3. F; I chose this title because mitigating means making something less harmful or painful, and the book is about learning to decrease stress.
4. D; I chose this title because *culture* refers to the customs and traditions of a particular place.
5. B
6. A
7. D
8. B; The statement is false because logistics are things that must be done to plan something. If there are a lot of things that must be done to plan something, it is not going to easy.
9. B; This statement is false because to lag is to slow down. If a store’s sales are lagging, that means the store is not doing well, and a store manager would not be happy about that.

## “The Day It Rained Cats”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 27

Answers will vary. Here is a sample response:

Both the story “The Day It Rained Cats” and the essay “The Chance to Learn From My Dad” demonstrate that learning a skill from a parent or grandparent can be special in many different ways. In “The Day It Rained Cats,” Sheera not only learns the extraordinary and rare skill of levving from her grandmother, but she also learns a valuable life lesson along the way: that what you get out of life depends on what you put into it. In other words, through the difficult process of learning to lev and her grandmother’s tough-love teaching techniques, Sheera learns the value of hard work and what can be achieved when you truly dedicate yourself to something. Sheera also gets to spend quality time with her grandmother while learning to lev. At first, Sheera’s grandmother is Sheera’s teacher; Sheera takes instruction from her grandmother on how to lev. However, by the end of the story, as Sheera’s grandmother’s levving ability begins to weaken, Sheera and her grandmother’s relationship becomes more balanced. On page 27, Sheera says, “Our sessions began to feel less like training and more like—well, a partnership.” This line reveals that practicing levving eventually becomes a way for Sheera and her grandmother to learn from one another and to spend quality time with each other. Additionally, by learning to lev—a skill that was a large part of Sheera’s grandmother’s life—Sheera is able to carry on a piece of her grandmother after her grandmother passes away.

In “The Chance to Learn From My Dad,” Damio explains that by passing up guitar lessons from her dad, she feels like she missed out on the opportunity to spend the kind of quality time with him that Sheera got to spend with her

### ANSWERS TO ACTIVITY SHEETS

grandmother. This is revealed when Damio writes about missing the opportunity to “sit close” to her father while he taught her guitar. Damio also regrets not learning to play guitar from her dad because she feels it would have been an opportunity to get to know him better. Damio writes, “As an adult, I now know that before he was my dad, he was a minister, teacher, and courageous civil rights leader.” You can infer from this that Damio feels like she missed out on not only the chance to learn guitar from a celebrated musician, but also the chance to learn more about her father’s incredible life.

#### WHAT IS SPECIAL?

Answers will vary slightly.

##### 1. You get to spend time together.

###### How it applies to “The Day It Rained Cats”:

In the story, practicing levving is at first a chore for Sheera, but it eventually becomes a way for Sheera and her grandmother to spend quality time with each other.

###### How it applies to “The Chance to Learn From My Dad”:

Damio writes about missing the opportunity to “sit close” to her father while he taught her guitar.

##### 2. You get to know your parent/grandparent better.

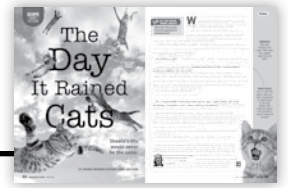
###### How it applies to “The Day It Rained Cats”:

It is not clear that this happens in the story, though it seems possible that after spending so much time with her grandma that Sheera does get to know her better.

###### How it applies to “The Chance to Learn From My Dad”:

Damio feels she missed out on the opportunity learn about her father’s incredible life.

##### 3. You could learn something extraordinary.



## “The Day It Rained Cats” cont’d

### How it applies to “The Day It Rained Cats”:

Sheera learns an amazing skill that not many people know how to do anymore, and one that is disappearing from the world.

### How it applies to “The Chance to Learn From My Dad”:

Damio missed out on the opportunity to learn how to play the guitar from a celebrated musician.

#### 4. You carry on a legacy.

### How it applies to “The Day It Rained Cats”:

By learning to lev—a skill that was a large part of Sheera’s grandmother’s life—Sheera is able to carry on a piece of her grandmother after her grandmother passes away.

### How it applies to “The Chance to Learn From My Dad”:

If Damio had learned to play the guitar, she could have carried on her dad’s legacy as a musician and kept a piece of him alive within her.

5. Answers will vary. Students should come up with their own idea about what is special about learning from a parent or grandparent and apply it to the play, the essay, or both.

### “THE DAY IT RAINED CATS”

#### CLOSE-READING QUESTIONS

1. **Inference (p. 23)** Grandma’s looking down suggests that she feels ashamed.
2. **Word Choice (p. 23)** The author has created a fictional world in which people have the ability to levitate objects; perhaps she imagined that a word for this ability would exist in this world that doesn’t exist in ours. Maybe she was thinking of “lev” as a shortened version of “levitate,” similar to how we say “text” instead of “send a text message to.”
3. **Character (p. 24)** This line reveals that Grandma is a bit quirky; she says odd things and perhaps has her own way of doing things. It also suggest that she often has opinions about what other people should do.
4. **Foreshadowing (p. 24)** This line suggests that later, Sheera will let Grandma down. Sheera probably wouldn’t mention that “at that moment” she really meant it unless at some other moment she found it hard to live up to her promise.
5. **Character (p. 24)** You can conclude that Grandma is a tough but fair teacher. She doesn’t give out praise easily

and has high expectations.

6. **Inference (p. 25)** Kai is referring to when he tried to learn to lev and abandoned the effort.
7. **Word Choice (p. 25)** “Barreling” tells you that the SUV was going dangerously fast.
8. **Character (p. 26)** Earlier, Sheera tells us that levving requires intense concentration. In this moment, the situation is critical. As a result, her focus is no doubt incredibly strong.
9. **Character (p. 26)** You can infer that the experience with Liam taught Sheera something about levving; it helped her find strength in herself.
10. **Plot (p. 26)** Grandma is losing control of her levving ability. Her family wants her to stop levving because she might hurt herself or someone else.
11. **Inference (p. 27)** Answers will vary. Students may say that Grandma is talking about Sheera’s life in general. Sheera is responsible for what she does with her life, and what she gets out of her life (what she harvests from her “garden”) will depend on what she puts into it.
12. **Symbolism (p. 27)** Butterflies often symbolize freedom, change, growth, hope, new beginnings, joy, etc. The flying card might symbolize the big changes that have recently occurred in Sheera’s life—her learning to lev and the loss of her grandmother. The card could also symbolize Grandma living on through Sheera’s memories and Sheera’s levving.

### “THE CHANCE TO LEARN FROM MY DAD”

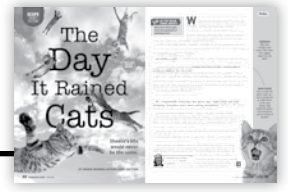
#### CLOSE-READING QUESTIONS

1. The tone is regretful. Damio uses the phrases “I had missed my chance” and “I regret” as she looks back on her decision not to study guitar with her dad.
2. She is referring to the opportunity to learn guitar from her dad and in doing so, spend time with him and get to know more about him.

### “THE DAY IT RAINED CATS” AND “THE CHANCE TO LEARN FROM MY DAD”

#### CRITICAL-THINKING QUESTIONS

1. Grandma’s personality is revealed through her quirky expressions (“It’s your shower curtain”), her strong organizational skills, her ability as a levver, her aversion to hugging, her demanding teaching style, and her



## “The Day It Rained Cats” cont’d

resilience and grace (she accepts that she can’t lev anymore).

2. Answers will vary. Students might say no, because levving is an outdated skill. Others might say yes, because levving can still be very useful and even save someone’s life. Plus, it was only a year that Sheera had to spend in intense training. Students could also point to Damio’s essay and say that if Sheera hadn’t learned to lev, she might have regretted it later.
3. Damio means that she wishes that she had made a commitment to studying with her dad the way Sheera made a commitment to studying with her grandma. Damio believes that if she had, she would have enjoyed spending time with her dad, gotten to know him better, and learned more from him—not just about playing the guitar but about life in general.

### “THE DAY IT RAINED CATS” LITERARY ELEMENTS

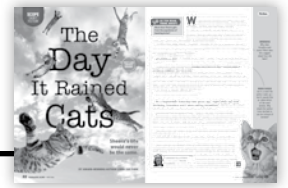
#### Characters

1. **A.** major; Sheera wants to learn to be a levver like her grandmother. She is hardworking, but she’s also a regular kid and likes to hang out with her friends. She is a dynamic character because she learns what dedication and commitment really mean over the course of the story.  
**B.** major; Grandma is Sheera’s grandmother. She is tough, demanding, and a great levver. She teaches Sheera how to lev. Grandma is a dynamic character because she overcomes her despair and feelings of defeat about losing her ability to lev.  
**C.** Kai, minor; Kai is Sheera’s older brother. He is a nice, normal kid who quit his training in levving when the commitment became too demanding. Kai is a static character because he does not undergo any internal changes.
2. When Sheera turns 11 and must decide whether to become a levver, Sheera tells her grandma, “I’ve been thinking about this forever. I want to be able to lev like you” (p.24). You can infer from this statement—and from the way Sheera calls her grandma “an incredible lever” whose levving had “always been perfect” (p. 23)—that Sheera greatly admires her grandma. Although Grandma does not like to show affection physically (“Grandma was not big into hugs,” Sheera tells us on

page 26), Grandma’s love for Sheera is clear from all the time and effort that she puts into Sheera’s training. When this training begins, Grandma and Sheera’s relationship is one of teacher and student, and Sheera is sometimes frustrated by Grandma’s strictness. For example, when Grandma lets Sheera know that she considers it unacceptable to skip a night of training to go to a book signing, Sheera is very unhappy (p. 25). But Grandma and Sheera grow closer through Sheera’s training and particularly when they use levving to save two young children from being hit by a car; in this moment, Grandma uncharacteristically hugs Sheera (pp. 25-26). Later, as Grandma’s begins to lose control over her levving, her relationship with Sheera shifts; now, Grandma depends on Sheera as Sheera once depended on Grandma. As Sheera’s levving abilities improve, she says, her sessions with Grandma begin to feel “less like training and more like a partnership” (p. 27). When Grandma passes away at the end of the story, Sheera is able to carry on Grandma’s legacy.

#### Genre and Setting

3. The story is a fantasy because in it, all people develop the potential to lev—that is, to move objects with their minds—when they turn 11. The people who undergo training maintain their ability to lev while those who do not train properly lose their ability to lev.
4. Except for people’s ability to lev, everything else about the story is realistic. The world in which the characters live seems just like the real world, and the people in that world have no other magical abilities.
5. You can infer that the story takes place in a modern-day setting in a middle-class suburban neighborhood somewhere in the United States. At the beginning of the story, Sheera describes rushing outside to see the neighbor’s cats landing in her family’s juniper hedge (p. 23). Later, Sheera’s friend and her friend’s dad come in a car to pick Sheera up (p.25). That Sheera has neighbors right next door, that her family’s house has a hedge, and that Sheera’s friend came to pick her up in car all suggest that Sheera and her family live in a suburban house. The presence of her friend’s car—and the SUV that appears later in the story (p. 25)—also suggest a modern-day, middle-class setting. Another hint about the setting is provided through the reasons Sheera



## “The Day It Rained Cats” cont’d

gives that Kai decided to quit levving: He was too busy with school, soccer, and online gaming (p.23). These are typical activities for a modern-day kid in the U.S. So is texting, which Sheera does on page 24 when she exchanges text messages with her friend.

### Figurative Language

6. Answers will vary. On page 25, Sheera says, “Grandma fixed a laser gaze on me.” This line contains a metaphor, which compares Sheera’s grandmother’s stare to a laser. A laser emits a very narrow, direct, and focused beam of light. The metaphor explains how intently Sheera’s grandmother is looking at Sheera while talking about learning to lev.

### Structure

7. The incident with the cats happens a little less than a year after Sheera turns 11 and declares her intent to learn levving. You know this because the story returns to this moment later, and it is not too long before Sheera’s next birthday (her twelfth).

### Conflict

8. **A.** The main conflict that the protagonist, Sheera, faces is a struggle with the commitment and sacrifice required in learning to lev. She wants to lev but finds the time and effort necessary to do so hard to bear at times.  
**B.** internal
9. The main conflict is resolved when Sheera exerts her will, dedicates herself to her training, and begins to enjoy the fruits of her labor. After a year of training, she becomes a skilled levver and is able to carry on her grandmother’s legacy.

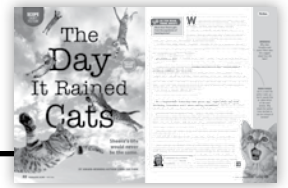
### Theme

10. The theme that greatness is achieved through hard work and sacrifice is illustrated through Sheera’s experience of learning to lev. Learning to lev takes up a lot of Sheera’s time and energy and she has to make sacrifices, like skipping the release of the new book in her favorite series, so that she can practice. On page 24, Sheera explains that she had to start getting up early to train so that she could spend time with her friends after school and that this was “exhausting.” However, all of Sheera’s hard work pays off and by the end of the story, she is able to lev so well that she can perform complex tasks like threading a needle. Even more importantly, she is able to use her skill to save a child’s life.

### “THE DAY IT RAINED CATS” QUIZ

#### \*Higher Level (HL)

1. D (text structure; R.5)
2. A (point of view, text structure; R.6, R.5)
3. D (vocabulary in context; R.4)
4. C (vocabulary in context; text structure; R.4)
5. B (text structure, character development; R.5, R.3)
6. B (character development; R.3)
7. Sheera would most likely say that learning to lev was not always fun, but was sometimes very rewarding and worth it in the end. She would probably mention how frustrating it was at times, like when she got stuck trying to lev a can of baked beans and spent night after night staring at the can, unable to make it budge (p. 24). She would likely explain that her training was exhausting: She trained every single day and at one point started getting up early to train in the mornings so that she could still have time in the afternoons and evenings to spend with her friends (p. 25). Sheera would also say that her training required sacrifice; maybe she would recall the night she had to miss an IronWeaver release and book signing—probably a once-in-a-lifetime opportunity (pp. 24-25). On the other hand, Sheera could point out how satisfying it was to gradually improve, to go from being able to lev only light things like the flaps on an envelope to levving heavier objects like the can of beans and also mastering complex levving jobs like threading a needle. She might also say how valuable it was to spend time with her grandmother, to know that her grandmother was proud of her, and to know that she was carrying on her grandmother’s legacy. And, in the end, Sheera had a unique ability that could even save people’s lives, as it saved Molly’s and Liam’s lives. (theme, supporting a claim; R.2, W.1)
8. I think when Sheera says that her levving sessions with her grandma started to feel less like training and more like a partnership, she means that the balance between her and her grandma had started to shift: While her grandma was still the more experienced and skilled levver, Sheera’s skills improved to the point where she and her grandma could have a more equal exchange of ideas. Sheera is also referring to the fact that, as she puts it, while she was learning to lev, her grandma was learning not to (p. 27). In other words, her grandma was getting used to not levving because it was no longer



## “The Day It Rained Cats” cont’d

safe for her to do so. To keep levving in her life, Sheera’s grandma made a deal that Sheera would do her levving for her. So in this way, too, Sheera and her grandma formed a partnership: Sheera’s grandma continued to teach Sheera how to lev, and Sheera used what she was learning to help her grandma. (critical thinking, interpreting text; R.4, W.1)

### “THE DAY IT RAINED CATS” QUIZ

#### \*Lower Level (LL)

1. D (text structure; R.5)
2. A (point of view, text structure; R.6, R.5)
3. D (inference; R.1)
4. C (text evidence; R.1)
5. B (inference; R.1)
6. B (drawing conclusions; R.1)
7. Sheera would most likely say that learning to lev was sometimes challenging and frustrating, but worth it in the end. As an example of how frustrating her training could be, she might describe how she got stuck trying to lev a can of baked beans and spent night after night staring at the can, unable to make it budge (p. 24). She would likely explain as well that her training was exhausting: She trained every single day and at one point started getting up early to train in the mornings so that she could still have time in the afternoons and evenings to spend with her friends (p. 25). Sheera would also say that her training required sacrifice; maybe she would recall the night she had to miss an IronWeaver release and book signing (pp. 24-25). On the other hand, Sheera could point out how satisfying it was to gradually improve, to go from being able to lev only light things like the flaps on an envelope to levving heavier objects like the can of beans and also mastering complex levving jobs like threading a needle. She might also say how valuable it was to spend time with her grandmother, to know that her grandmother was proud of her, and to know that she was carrying on her grandmother’s legacy. And, in the end, Sheera had a unique ability that could even save people’s lives, as it saved Molly’s and Liam’s lives. (theme, supporting a claim; R.2, W.1)
8. When Sheera says, “I guess you could say that while I was learning to lev, she was learning not to,” she means that while she was still working to become a better

levver, her grandma was trying to get used to not being able to lev anymore. (Her grandma had stopped levving because she was losing her ability to control it and it had become dangerous for her to continue levving.) Her grandma was also learning how to rely on Sheera when she wanted something levved, which surely was not easy for someone who had been such an excellent levver all her life. (critical thinking, writing informative/explanatory text; R.1, W.2)

# “Would You Sail on the (New) Titanic?”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

### LEVEL 1

1. The ship's departure horn sounds, sending a cloud of startled gulls into the clear blue sky. A string quartet plays as waiters in tuxedos **passed pass** by carrying silver trays of sparkling crystal glasses and dainty appetizers. The passengers are dressed in beautifully cut suits and jewel-studded ball gowns. Straightening your own finery, you **will take** in the vast line of the horizon. You're about to begin a journey on the most legendary luxury passenger ship ever built: the *Titanic*.
2. Think you know where this story is headed? Hang on: This is not the RMS *Titanic* that sank in 1912, killing more than 1,500 of the roughly 2,200 people aboard. This is the *Titanic II*, a replica of the doomed original. The *Titanic II* is currently under construction and **was is** expected to make its first voyage in 2018.
3. As it **is was** being built, the *Titanic*—the first *Titanic*, that is—generated tremendous excitement. It was the largest and most elegant passenger steamship the world **has had** ever seen. White Star Line, the company that built the *Titanic*, claimed it was the safest as well. Passengers on its first (and tragically, its only) voyage, from England to New York, included some of the wealthiest and most famous people of the day. Hundreds of immigrants also sailed on the *Titanic*, seeking a new life in the U.S. For many, rich or poor, a ticket for the *Titanic* was a dream come true.
4. But then, four days into its journey, disaster **strikes struck**. The *Titanic* hit an iceberg, damaging its hull. Freezing water **pours poured** into the belly of the ship. The crew sent out distress calls as chaos **erupts**

- erupted** aboard. Panicked passengers scrambled to get into lifeboats as the *Titanic*'s decks sloped ever more steeply toward the sea. But only 20 lifeboats **are were** available—not nearly enough for everyone on board. The *Titanic* had been considered so safe (many referred to it as “unsinkable”) that additional lifeboats had been deemed unnecessary.
5. Some two-and-a-half hours after striking the iceberg, the *Titanic* disappeared into the ice-cold waters of the Atlantic Ocean, taking hundreds of souls with it. In the coming days and weeks, survivors told stories of the incredible bravery, shameful cowardice, miraculous survival, and devastating loss that they **encounter encountered** that awful night.
  6. Those stories have held our attention ever since. Books, articles, documentaries, museum exhibits, and films have been dedicated to the tragic tale of the *Titanic*. So perhaps it is not entirely surprising that someone—as it happens, an Australian millionaire named Clive Palmer—would want to reproduce the famous ship. In doing so, Palmer **was is** creating a unique opportunity to step into a story that has fascinated us for more than a century.
  7. *Titanic II* will look nearly identical to the RMS *Titanic*, down to every last chandelier-lit ballroom and sweeping staircase. Behind the scenes, though, it **was will be** fully modern, with the latest technology and safety features. Needless to say, there **were will be** enough lifeboats for everyone on board. So unless you're superstitious, you can assume that a trip on the *Titanic II* would be safe and comfortable.
  8. Some, including relatives of the original *Titanic*'s passengers, have criticized the project as being disrespectful and insensitive. Not everyone sees it that way, though, and plenty of people **were are** eager to

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## “Would You Sail on the (New) Titanic?” cont’d

be passengers. Palmer’s cruise ship company has been flooded with ticket requests; there have been reports of offers of up to \$900,000 for a single spot. Once again, it seems that for many, a ticket for the *Titanic* **was is** a dream come true.

### LEVEL 2

1. ~~The ship’s departure horn sounds, sending a cloud, of startled gulls, into the clear blue sky. The ship’s departure horn sounds, sending a cloud of startled gulls into the clear blue sky.~~ A string quartet plays as waiters in tuxedos pass by carrying silver trays of sparkling crystal glasses and dainty appetizers. ~~The passengers are dressed, in beautifully cut suits and jewel-studded ball gowns. The passengers are dressed in beautifully cut suits and jewel-studded ball gowns.~~ Straightening your own finery, you take in the vast line of the horizon. You’re about to begin a journey on the most legendary luxury passenger ship ever built: the *Titanic*.
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available—not nearly enough for everyone on board. The *Titanic* had been considered so safe (many referred to it as “unsinkable”) that additional lifeboats had been deemed unnecessary.

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8. Some, including ~~relative’s~~ **relatives** of the original *Titanic*’s ***Titanic*’s** passengers, have criticized the project as being disrespectful and insensitive. Not everyone sees it that way, though, and plenty of people are eager to be ~~passenger’s~~ **passengers**. ~~Palmer’s~~ **Palmer’s** cruise ship company has been flooded with ticket requests; there have been reports of ~~offer’s~~ **offers** of up to \$900,000 for a single spot. Once again, it seems that for many, a ticket for the *Titanic* is a dream come true.

### LEVEL 3

Some answers will vary.

1. ~~The ship’s departure horn sounds, sending a cloud, of startled gulls, into the clear blue sky. The ship’s departure horn sounds, sending a cloud of startled gulls into the clear blue sky.~~ A string quartet plays as waiters in tuxedos pass by carrying silver trays of

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## “Would You Sail on the (New) Titanic?” cont’d

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2. Think you know where this story is headed? Hang on: **This is not the RMS *Titanic* that sank in 1912, killing more than 1,500 of the roughly 2,200 people aboard.** This is the *Titanic II*, a replica of the doomed original. The *Titanic II* is currently under construction and is expected to make its first voyage in 2018.
3. As it was being built, the *Titanic*—the first *Titanic*, that is—generated tremendous excitement. It was the largest and most elegant passenger steamship the world had ever seen. **White Star Line, the company that built the *Titanic*, claimed it was the safest as well.** Passengers on its first (and tragically, its only) voyage, from England to New York, included some of the wealthiest and most famous people of the day. Hundreds of immigrants also sailed on the *Titanic*, seeking a new life in the U.S. **For many, rich or poor, a ticket for the *Titanic* was a dream come true.**
4. But then, four days into its journey, disaster **strikes struck**. The *Titanic* hit an iceberg, damaging its hull. Freezing water **pours poured** into the belly of the ship. The crew sent out distress calls as chaos **erupts erupted** aboard. Panicked passengers scrambled to get into lifeboats as the *Titanic*’s decks sloped ever more steeply toward the sea. But only 20 lifeboats **are were** available—not nearly enough for everyone on board. The *Titanic* had been considered so safe (many referred to it as “unsinkable”) that additional lifeboats had been deemed unnecessary.
5. Some two-and-a-half hours after striking the iceberg, the *Titanic* disappeared into the ice-cold waters of the Atlantic Ocean, taking hundreds of souls with it. In the coming days and weeks, survivors told stories of the incredible bravery, shameful cowardice, miraculous survival, and devastating loss that they **encounter encountered** that awful night.
6. Those stories have held our attention ever since. Books,

articles, documentaries, museum exhibits, and films have been dedicated to the tragic tale of the *Titanic*. So perhaps it is not entirely surprising that someone—as it happens, an Australian millionaire named Clive Palmer—would want to reproduce the famous ship. In doing so, Palmer **was is** creating a unique opportunity to step into a story that has fascinated us for more than a century.

7. *Titanic II* will look nearly **coequal identical** to the RMS *Titanic*, down to every last chandelier-lit ballroom and sweeping staircase. Behind the scenes, though, it will be fully **concurrent modern**, with the latest technology and safety features. Needless to say, there will be enough lifeboats for everyone on board. So unless you’re superstitious, you can assume that a trip on the *Titanic II* would be safe and comfortable.
8. Some, including relatives of the original *Titanic*’s passengers, have criticized the project as being disrespectful and insensitive. Not everyone sees it that way, though, and plenty of people are **solicitous eager** to be passengers. Palmer’s cruise ship company has been flooded with ticket requests; there have been reports of offers of up to \$900,000 for a single spot. Once again, it seems that for many, a ticket for the *Titanic* is a dream come true.

### ANSWERS TO ACTIVITY SHEETS

#### ESSENTIAL AND NONESSENTIAL ELEMENTS

1. nonessential; It is preceded by a comma and introduced by “which.” Removing it would not change the basic meaning of the sentence.
2. essential; It is not set off by a comma, and without it, the reader would not know which woman the book was about.
3. B
4. A
5. B
6. The flute, which is my favorite instrument, has the most harmonious sound.
7. I had to clean the litter box, which is one of my least favorite chores.
8. The brownies that I made were the most popular item at the bake sale.



## “Would You Sail on the (New) Titanic?” cont’d

9. Monica, who is Alondra’s best friend, lives next door to Luke.
10. My English teacher, Mr. Watson, tutors me after school.
11. Mrs. Pendleton told me to take the package with the pink bow to my mother.

5. inaugurate; launch/rise
6. intellectualizes; knows/realizes
7. likelihood; chance/opportunity
8. extensive; long/never-ending

### MASTER VERB-TENSE CONSISTENCY

1. c
2. a
3. c
4. b
5. c
6. b

Answers will vary but may be similar to the following:

Last weekend, my dad and I went to Go-Kart World. We had an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I felt like a real race-car driver. My dad’s favorite was the Super Track, which has two levels. My favorite was the Turbo Track, because it has a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

### DO YOU NEED THAT APOSTROPHE?

1. C
2. A
3. C
4. A
5. puppy’s
6. president’s
7. families’
8. school’s
9. birds’ (*bird’s* is also acceptable; one bird could have more than one nest)
10. C
11. Jason’s
12. C

### WHICH WORD WORKS?

Answers for the more appropriate word will vary. Here are some ideas:

1. roam; travel to/visit
2. brisk; fast/speedy
3. adhere; fasten/buckle
4. rigidly; tightly/securely